



School Improvement Plan 2016-2017

The School's Key Priorities

- **Raise pupil outcomes and progression in all subjects**
- **Increase the proportion of outstanding teaching across the school**
- **Maintaining high standards of behaviour and learning behaviour for all pupils**
- **Sustain outstanding standard of leadership and management across the school**

MISSION STATEMENT

The Garth School exists to provide an educational environment that meets each pupil's needs.

OUR VALUES

- ✓ All pupils are of equal value regardless of their sex, disability, race, background, faith or ability.
 - ✓ All our pupils have equal access to opportunities and resources.
 - ✓ All our pupils have their individual needs met.
 - ✓ We value the contribution our pupils make to the community and school.
 - ✓ We value diversity.
 - ✓ We value our staff.

OUR AIMS

- ✓ To identify and assess each pupil's individual special needs.
- ✓ To enable each pupil to access a curriculum most appropriate to their needs, based on the EYFS, the National Curriculum for Key Stages 2, 3 and 4, and a personalised 14+ independence and life skills curriculum.
- ✓ To ensure high social, moral and behavioural standards are taught at all times.
 - ✓ To prepare pupils as far as possible for their role as a citizen.
 - ✓ To support parents and carers in meeting their child's needs.

INTRODUCTION

At The Garth School we believe that the School Improvement Plan provides a structure to improve the process and quality of teaching and learning for all our pupils. It enables us to introduce changes and innovations rationally. It brings together all aspects of school planning, and helps turn long term vision into short-term achievable goals.

The School Improvement Plan is one that lines up with the financial year. It is drafted by the Senior Leadership Team following consultation with the all staff, pupils, parents and governors and is presented to the Local Governing Body for discussion and endorsement.

The aim of the current planning process is to recognise that school improvement has a key role to play in the translation of our values and aims into practice. It will give our school a clear direction and a sense of team purpose.

The plan is underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make good progress.

It establishes the importance of development planning not just for the short-term, i.e. the school's one-year action plans, but also for the achievement of our medium-term and long-term goals.

The plan establishes the process for involving governors, staff, pupils and parents. It informs the performance management process for all members of staff.

The School Improvement Plan details all areas of planned school improvement work to be undertaken during the next twelve to twenty four months. Some of these activities have a whole school focus, some relate to development work being undertaken by groups and some refer to individual responsibilities. Obviously the number of activities detailed in the plan would make it difficult for all staff to have a clear working knowledge of all areas of development.

The school has therefore prioritised the main areas of improvement work that have a whole school context. All staff, governors and parents will make a contribution, in some way, to achieving these priorities.

The School's Key Priorities

- **Raise pupil outcomes and progression in all subjects**
- **Increase the proportion of outstanding teaching across the school**
- **Maintain high standards of behaviour and learning behaviour for all pupils across the school**
- **Sustain outstanding standard of leadership and management across the school**
- **To expand upon opportunities available to all pupils and staff to work and learn alongside one another using the full range provision across the academy trust**

VISION FOR THE NEXT THREE TO FIVE YEARS

CONTEXTUAL FACTORS

The pupil population of the school has grown in numbers and complexity of learning need continually over the past few years. In September 2013 there were 41 students on roll, in 2014, 47, September 2015, 52 and September 2016, 55. It is expected that a greater number of pupils will present with more complex and severe learning and behavioural difficulties. The curriculum offered by the school will need to be kept under constant review in light of these changes, as will our styles and strategies for curriculum delivery.

The south of the county is experiencing huge population growth and this is already being reflected in the pressures for places being put upon local primary schools. The school has experienced a steady rise in pupil numbers of the past year and the number on roll currently stands at 55. Accommodating this number of students has been achieved by developing a flexible programme of study for a small group of 18 and 19 year old students, involving our sister school, The Priory School, Boston College and vocational experiences. It has been necessary to turn away students who would have been appropriately placed at the school on the basis of their special educational needs.

CURRICULUM AND PLANNING

The school has well-established and robust data management systems for analysing pupil progress based on the use of PIVATS for monitoring curriculum attainment and Progression Guidance and CASPA for evaluating pupil progress. Following revisions to the National Curriculum in 2014-2015 the school intends to adopt PIVATS 5 as soon as it is published. We will work in partnership with other local special schools to implement new 'all through' assessment systems covering the P levels and higher curriculum attainments equivalent to expected levels for years 1 and above. We will work with other local special schools to further develop the use of the Mapping and Assessing Pupil Progress (MAPP) tool and moderate our assessments of children with the most complex learning needs.

The school is committed to sharing assessment information with parents in the most efficient and informative manner possible. Following on from the introduction of the Tapestry pupil profile package in 2015 and take up by more than 75% of parents we will continue to develop the use of electronic media to communicate effectively with parents and build truly collaborative relationships with them.

Our students need to be clear about their learning objectives and when they have achieved success in order to maximise their progress. We will further develop our procedures around marking and feedback to ensure that these are clear and meaningful to children and young people across the ability range.

We will work closely with Boston College to develop a new programme of study for our Key Stage 4 and 5 students. We will seek to further develop our links with local providers of adult social care services to ensure smooth transition for the young people who are unlikely to access a college place. Students in the upper school will have increased vocational opportunities building on existing links with local business and organisations. Students in Key Stages 4 and 5 will have increased opportunities to achieve accreditation for their achievements working towards Entry Level qualifications and Pre-Entry level awards using the AQA unit award scheme.

Across the school we will continue to develop our links with mainstream and other special schools with a view to generating mutually beneficial inclusion opportunities.

Following the establishment of the Garth School as an Academy within Community Inclusion Trust we will build further our links with schools in CIT (South) and more widely across the Trust to benefit from the curriculum expertise on offer. A particular focus for the coming cycle of 3 – 5 years will be on the effective use of ICT to support learning across the curriculum. We anticipate making ever closer working links between teachers with curriculum responsibility for curriculum development activities.

We will continue to develop curriculum partnerships with the Priory School so that higher attaining Garth school students in key stages 4 and 5 can benefit from the expertise at the Priory School and groups of Key Stage 4 Priory students join PSHE lessons at the Garth school.

STAFF DEVELOPMENT / SCHOOL MANAGEMENT

The school is committed to providing staff with the opportunity to develop their skills and build their careers here. Of the 7 teachers currently employed by the school 3 have completed their training at the school through the School Direct Initial Teacher Training route. 1 further teacher joined the school following a successful final teaching practice placement. All have developed into highly skilled teachers regularly delivering lessons rated 'Outstanding' or 'Good with outstanding features' by internal and external observers. The school can anticipate that these highly talented individuals will want to continue to develop their careers and in time this may mean wishing to move on to promoted posts that cannot be offered in house. The school therefore remains committed to supporting the in-house development of staff and is currently providing some funding support and day release to 2 individuals completing foundation degrees. The school will seek to provide career development opportunities to staff that contribute to enhancing the future capacity of the school and the wider Trust. We will develop further our links with the Learn teaching school (part of CIT) to provide accredited staff development opportunities.

Following the departure of an experienced member of SMT, an existing member of staff has been awarded a TLR post and will join the school SMT. He will take on responsibility for the development of the curriculum 3-14 and the development of staff working within this phase.

Staff reorganisation has enabled the school to appoint a specialist TA for Communication with 10% class release time to work with our speech and language therapist on individual pupil programmes. The school holds Aim4Lincs enhanced accreditation status and through ongoing training is committed to developing the skills of all staff in working with children with Autism. A continuing focus will be on maximising the communication skills of all staff and their understanding of the complex and differing communication needs of individual students. There will be a particular focus on the use of Augmentative and Alternative Communication (AAT) including contemporary switch systems and ICT solutions.

The Specialist TA for Moving and Handling has been provided with 15% release time and a wider brief to work in liaison with medical therapists (Physiotherapy, Occupational Therapy, School Nursing) to ensure that staff training and development in these areas are up to date and adherence to pupil programmes maximised.

The school will strive to ensure that all staff receive their entitlement to a quality driven, rigorous cycle of professional development that links strategically to school and self improvement. Teaching staff will be supported to take on greater responsibility for the management of the professional development of Teaching Assistants within their class teams.

Staff confidence and competence in using ICT, both as a personal professional tool and as a curriculum resource, will continue to develop in importance. A particular emphasis will be on real time communication with parents about their children's progress using new media solutions including training on data protection and confidentiality whilst pushing ourselves towards being an open and transparent learning community.

PREMISES AND MATERIAL RESOURCES

The high standards of buildings and grounds currently enjoyed will be maintained and enhanced. The provision of a high quality and attractive environment is a very high priority. Not only is it important that staff and pupils should have a good working environment but it is essential that the message our building and grounds give out to parents and visitors is one of quality; special-education is not a second-rate type of provision. We will continue to work closely with existing community partners and the friends of the Garth School (FOGS) to build the very best learning environment possible for our students. Specifically during the coming 3-5 year cycle we will continue to develop the

outdoor learning area at the front of the school, making it more accessible with a wheelchair accessible path through the woodland area between the sensory garden and outdoor classroom.

All teachers have been provided with iPads and all classrooms have good quality interactive boards. In the Summer of 2016 2 new 65" screens were purchased for Mangos and Strawberries classes. A further machine is planned for Pineapples class. We remain committed to updating our ICT resources based on rigorous and robust analysis of impact and according to best value principles.

All purchased places are currently full. As previously mentioned any increase to numbers will necessitate an increase in the teaching and learning areas available for use.

PUBLIC RELATIONS AND COMMUNITY

Broadcasting the work, successes and achievements of the school will continue to be a priority. The school is actively seeking National Support School Status with associated opportunities for staff to develop their skills in peer support and mentoring through school to school work. Developing and strengthening links with community groups across the whole of our catchment area will be a priority both in terms of making the wider community more aware of our schools and trust and accessing financial and other help for pupils across the region.

THE SCHOOL AS A WHOLE

The school is well regarded within the community it serves, support from the LA diminished in recent years linked to recurring budget cuts contributing to the decision to join CIT in March 2015 as an Academy. As outlined above we see numerous opportunities for curriculum and staff development offered by this new status. Staff and Governors are firmly committed to the philosophy of the school as expressed in the school's Mission Statement and Aims and Values.

SYNOPSIS OF ACHIEVEMENTS IN THE LAST SCHOOL YEAR

The achievement of the school in achieving an Ofsted Outstanding judgement in all areas in June 2015 was followed up by the award of 'School of the Year' in the Lincolnshire Free Press / Spalding Guardian Presentations.

The School underwent a one day 'Healthcheck' visit by 3 Lincolnshire Special School Headteachers. This process, which involved observations in all classes and a thorough analysis of the school attainment data and self-evaluation paperwork, concluded that the school remains outstanding in all key areas of the Ofsted framework.

Pupil progress and outcomes remain very strong, with the majority of pupils making outstanding progress against end of year and end of key stage targets. In addition, almost all pupils made expected or above expected progress against CASPA expectations.

2015 – 2016 presented the school with a number of staffing challenges as 6 members of staff (17%) took extended maternity leave. Through the recruitment of zero hours staff, most of whom were already known to the school through volunteering or taxi escort duties, good continuity of support for the students was achieved. One teacher experienced long term health problems during the Autumn term 2015 and ultimately decided to seek employment elsewhere in Spring 2016. Claire Moore, Assistant Headteacher, took on a full-time classroom role from Autumn 2015 and has supported the students of Grapes class (key stages 4 and 5) in making outstanding progress towards their curriculum goals and implementing an innovative lifeskills and independence curriculum based on imaginative use of AQA unit awards. We were disappointed to lose Charlotte Stapling, an inspirational leader of EYFS and valued member of SMT when she decided to become a full time Mum after the birth of her second child. We were delighted to appoint Laura England, an experienced teacher from Meadowgate School in Wisbech to take on leadership of EYFS. Natalie Ruck, lead TA in EYFS, stepped in capably to lead the class between February and Easter whilst continuing with her degree studies. Aaron Bloodworth-Flatt was appointed to a TLR post with responsibility for leading the 3-14 phase of the school. During his period of parental leave from Easter 2016 Tara Radeloff led Strawberries class, characterised by meticulous preparation and attention to detail. Throughout this period of substantial staffing change in 2015-2016 all cover was provided by occasional members of staff and no agency staff were required, reducing costs and ensuring continuity of educational programmes and support for all students. Kelly Slater successfully completed her School Direct Initial Teacher Training, achieving consistent Outstanding gradings during her final term observations by external assessors.

Both pupil numbers and school finance are currently healthy and stable. 2015/2016 was characterised by what can only be described as financial chaos within Lincolnshire County Council and the careful management of the school finances by the school business team during this period when they were effectively working without any central data or support and taking the school through to successful transition to Academy status was a major achievement.

An evaluation of the progress made towards School Improvement Priorities from 2015/2016 is recorded on last year's SIP plan. Particular highlights, not covered above, include:

- All lesson observations of teachers still in post in September 2016 were good or outstanding during 2015-2016.
- All key stage 4 and 5 students achieved external accreditation for their achievements.
- There was a very significant decrease in physical interventions to support behaviour.
- Pupil attendance rose slightly and remains above norms for similar special schools.
- Good progress has been made in the implementation of new assessment systems, with Garth School staff playing a lead role in cross-Lincolnshire working parties on this agenda.
- There has been a good take up of Tapestry pupil profile and recording system by parents and exceptionally positive feedback from those using it.
- Teachers from the Garth School have played a valued role in support to our partner school, John Fielding, and this support has been positively received.

The Spalding Special Schools Federation Improvement Plan 2016 / 2017

Our school Federation aims to:

Raise pupil outcomes and progression across all subjects.

Increase the proportion of outstanding teaching across the school.

Maintain the high standards of behaviour and learning behaviour for all pupils across the school.

Maintain and strengthen outstanding leadership and management across the school.

How will we do this?:

- By ensuring least/most able pupils are well challenged in all lessons
- By ensuring all interventions are well matched to pupil need, timely and accelerate pupil progress
- By matching appropriate resources and teaching strategies to learning styles
- By raising the attainment of the most disadvantaged to narrow or eliminate any gap.
- By introducing additional assessments tools and strategies to best suit individual need and ability.
- By enhancing Key Stage Four and Five accreditation.

- By providing high quality inset, coaching/mentoring to all staff
- By enhancing specialist provision using internal and external sources of excellence
- By further improving school self-evaluation and range of approaches to monitor quality of teaching
- By providing opportunities for outstanding teachers to share best practice within partner schools

- By further developing pupils' ability to effectively manage their own behaviour
- By ensuring the effective and consistent use of behaviour plans and strategies
- By further improving attendance
- By further improving the internal and external learning environment
- By developing staff knowledge and skills in managing a range of additional needs

- By strengthening the impact of individual and team performance management and appraisal
- By further improving school self-evaluation and review systems
- By further developing subject leader accountability for raising standards
- By Class teachers leading on performance management for their class teams
- By developing peer led school to school support and challenge
- By further developing support to families

What are our desired outcomes?:

- Pupils make outstanding progress
- Pupils achieve accreditation for their attainments
- Every child is taught in a way they learn best
- Children communicate effectively using methodologies appropriate to their needs
- Interventions work well and accelerate progress
- Gaps close
- Excellent challenge and scaffolding is routine
- Children receive good quality feedback which has a positive impact on learning

- Pupils make outstanding progress
- Teaching is always good and often outstanding
- Teachers provide good quality peer support
- There is a shared understanding of what constitutes outstanding teaching
- Excellent pupil, staff and parent satisfaction in support on offer
- Staff skills, expertise and understanding is optimised across all roles

- Year on year reductions in team teach handling
- Pupils feel safe and happy in school
- Further improvements in behaviours for learning
- The learning environment is well matched to pupils' needs
- Attendance is improved
- Consistency in use of low arousal de-escalation techniques
- Increase in percentage of pupils meeting or exceeding PSD targets

- All members of staff have clear performance management objectives and the means to achieve these
- Increased leadership capacity through middle level of the organisation
- Robust and rigorous self-evaluation systems in place
- Subject leaders taking increasing responsibility for driving up standards
- Middle and senior leaders gain best practice knowledge and develop partnerships
- Parents using Tapestry to follow and comment on their children's progress

Raise pupil outcomes and progression across all subjects.		Strategic lead: Claire Moore + Subject Leads		Link Governor:	
Outcomes: What will success look like for children? <ul style="list-style-type: none"> • Pupils make expected or more than expected progress. • Underachieving pupils have personalised plans and make outstanding progress, closing the attainment gap relative to their peers. • Attainment against EHC targets is high. • Pupil's academic progress is assessed and analysed using assessment tools most appropriate to individual need and ability. • Students in Key Stages 4 and 5 all receive external accreditation at a level commensurate with their current attainments 					
Target	Actions	Target Date	Monitoring & Evaluation	Progress and Evaluation	
1. 100% of students not on MAPP programmes will make at least expected progress against CASPA targets with at least 35% making more than expected progress.	<ul style="list-style-type: none"> • Challenging targets for all students will be set by the AHT and agreed with class teachers. • The analysis of pupil progress and outcomes against targets will take place and intervention plans will be implemented to narrow gaps in pupil outcomes. • PIVATS 5 will be evaluated and introduced if appropriate. • Target Setting Guidelines will be reviewed according to PIVATS 5, suggested targets provided by CASPA and the possible introduction of Milestones. 	<ul style="list-style-type: none"> • September 2016 • January 2017 and July 2017. • October 2016 • October 2016 – April 2017. 	<ul style="list-style-type: none"> • AHT • AHT • AHT, HT and EHT • AHT and HT 		
2. All Pupil Premium students will make progress in line with or ahead of their peers.	<ul style="list-style-type: none"> • Individualised intervention plans will be put in place for all students in receipt of Pupil Premium; Free School Meals and Armed Forces. • The analysis of pupil premium progress and outcomes in comparison to the main cohort will take place and intervention plans will be reviewed to narrow any gaps identified. 	<ul style="list-style-type: none"> • September 2016 • January 2017 and July 2017 	<ul style="list-style-type: none"> • AHT and Class Teachers • AHT, HT and Class Teachers 		
3. Pupil progress against targets specified within EHCs will be accelerated.	<ul style="list-style-type: none"> • Progress towards short term EHC targets will be reviewed three times a year by class teachers. • The HT will continue to liaise with parents, carers and external professionals. • The specialist TAs with responsibilities for SaLT and Moving and Handling will liaise with external professionals as appropriate. 	<ul style="list-style-type: none"> • On Going • On Going • On Going 	<ul style="list-style-type: none"> • HT and Class Teachers • HT • HT, JD and NJ. 		
4. The MAPP Assessment Tool will be integrated for identified pupils with PMLD.	<ul style="list-style-type: none"> • Teaching Staff will meet to clarify the students moving from PIVATS to MAPP and identify assessment procedures. • CM and TM will identify priority areas for 	<ul style="list-style-type: none"> • September 2016 • September 	<ul style="list-style-type: none"> • AHT • AHT and TM 		

	<p>development within MAPP.</p> <ul style="list-style-type: none"> Pupil progress and outcomes will be analysed. Next steps for learning will be identified with interventions put into place. 	<p>2016</p> <ul style="list-style-type: none"> January 2017 and July 2017 	<ul style="list-style-type: none"> AHT and TM 	
<p>5. All students in Key Stage 4 and 5 will receive external accreditation for their educational experiences and achievement.</p>	<ul style="list-style-type: none"> Students at higher levels of attainment will gain Entry Level One Qualifications. Four students in Key Stage 5 will access enhanced opportunities for daily living skills and formal teaching and learning as part of the Towards Adulthood Group now initiated. All students will have access to AQA units to recognise attainments in academic based learning, educational learning and experiences and life skills at Pre-Entry Level and Level One. These units will be incorporated into the planning and delivery of teaching and learning in the Grapes and Strawberries Classes. AHT and LP will incorporate work based learning into AQA Accreditation for some students in Key Stages Four and Five. 	<ul style="list-style-type: none"> July 2017 On Going On Going July 2017 	<ul style="list-style-type: none"> LP will monitor the progress made towards and the entrance to Entry Level One Qualifications and the success of the Towards Adulthood Group. AHT, LP and NJ will select and implement appropriate AQA Units to support academic learning and educational experiences. AHT and LP 	

Increase the proportion of outstanding teaching across the school.		Strategic lead: SLT		Link Governor:
Outcomes: What will success look like for children?				
<ul style="list-style-type: none"> Teaching across all subject areas is always good and often outstanding There is a strong culture of peer support leading to teachers offering one another coaching and mentoring Students express enjoyment in learning and pride in their achievements All teachers engage with CPD activities to develop their own skills and competencies Work scrutiny, lesson observations, drop ins and learning walks will reveal an appropriately differentiated curriculum with stimulating experiences leading to good progress 				
Target	Actions	Target Date	Monitoring & Evaluation	Progress and Evaluation
<p>1. All lesson observations will be graded as either good or outstanding.</p>	<ul style="list-style-type: none"> Regular lesson observations conducted according to agreed calendar. Targeted learning walks for core subjects Medium term planning to be monitored by SMT at the beginning of each term SMT to conduct joint observations to ensure that there is consistency of judgements External peers contribute to lesson observations and judgements at least once during the year 	<ul style="list-style-type: none"> Oct 2016, Jan 2017, Apr 2017 Nov 2016, March 2017 Sept 2016, Jan, April 2017 Oct 2016, Jan 2017, Apr 2017 June 2017 	<ul style="list-style-type: none"> SMT lesson observations SMT / curriculum coordinators as per school calendar SMT to monitor and feedback to teachers SMT to jointly moderate observations SMT to work with external peers and moderate judgements 	

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<p>2. ICT will be used to facilitate access to learning for all students appropriate to their needs.</p>	<ul style="list-style-type: none"> • Communication TA and SaLT will review iPad usage and support teachers in implementation of AAC. • The ICT coordinator will visit other schools to investigate the use of eye gaze technology. • The ICT co-ordinator and AHT will investigate and purchase apps for the iPads appropriate to meeting the needs of pupils and students with PMLD. • The ICT co-ordinator will investigate and purchase additional switch access resources, in line with outcomes in the Switch Route Progression Map. 	<ul style="list-style-type: none"> • Feb 2017 • Mar 2017 • October 2016 • July 2017 	<ul style="list-style-type: none"> • SaLT programme reviews will be made available for EHC meetings; RG and JD. • TM will evaluate. • AHT and TM will evaluate. • AHT and TM will evaluate. 	
<p>3. Teachers will receive good quality inset, coaching and mentoring linked to identified performance management targets.</p>	<ul style="list-style-type: none"> • All teachers have access to a performance management meeting before October holiday • Teachers performance management targets are linked to the School Improvement Plan • Teachers receive mid-year performance management meetings to evaluate progress against targets • NQT to receive support in line with best practice protocols for these career stages 	<ul style="list-style-type: none"> • October 2016 • Sept 2016 • February 2017 • Complete NQT assessments Dec 16, Mar 17, Jul 17 	<ul style="list-style-type: none"> • HT to support teachers to complete on BlueSky • HT to support teachers to make these links explicit • HT to support teachers to enter review notes onto BlueSky • NQT termly reviews completed by LS manager 	
<p>4. Teachers will demonstrate knowledge and use visual, auditory, tactile and kinaesthetic communication techniques to support teaching and learning.</p>	<ul style="list-style-type: none"> • TLR lower school to conduct communication audit and draw up action plan • Communication TA to deliver training as determined by TLR lower school. • SaLT to review all children requiring Speech and Language programmes and provide programmes and guidance to school staff. • Communication TA to liaise with SaLT, to resource and ensure adherence to plans. 	<ul style="list-style-type: none"> • Feb 2017 • July 2017 • July 2017 • July 2017 	<ul style="list-style-type: none"> • Action Plan shared with SMT • All staff to have received Makaton refresher training in year • Selected staff to have received additional communication training as required. • All SaLT caseload students to have reviewed plans in place. 	
<p>5. Teachers receive strong leadership and support from Upper and Lower school phase leaders.</p>	<ul style="list-style-type: none"> • Class teachers have open access to mentoring from phase leaders (CM and AB-F) • Introduce occasional phase team meetings (minimum 2 during the academic year) 	<ul style="list-style-type: none"> • Academic year 16/17 • Jan 17, Jun 17 	<ul style="list-style-type: none"> • AHT and TLR lower school to record mentoring meetings • AHT and TLR to minute phase team meetings 	
<p>6. Teachers to receive peer observation and feedback to support professional development of observer and observee.</p>	<ul style="list-style-type: none"> • Head of School to draw up schedule for peer observations and necessary release time. 	<ul style="list-style-type: none"> • March 2017 	<ul style="list-style-type: none"> • Teachers to complete feedback forms on usefulness of the exercise. 	
<p>7. Teachers receive clear and informative developmental feedback from lesson observations, drop-ins and learning walks.</p>	<ul style="list-style-type: none"> • Teachers receive feedback on lesson observations on the same day • Lesson observations, drop-ins and learning walks are conducted according to school timetable • Drop-ins and learning walks are written up to provide 	<ul style="list-style-type: none"> • Oct 2016, Jan, Apr 2017 • Ongoing • As per 	<ul style="list-style-type: none"> • SMT conducting observations to complete timely feedback on BlueSky • SMT to moderate drop-ins recorded onto BlueSky and 	

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	teachers with feedback on development ideas	calendar	learning walks using standard school format	
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Maintain the high standards of behaviour and learning behaviour for all pupils across the school.	Strategic lead: SLT	Link Governor:
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<p>Outcomes: What will success look like for pupils and students?</p> <ul style="list-style-type: none"> • Pupils and students will learn in well-structured and safe classrooms which are matched to their learning needs • Pupils and students will demonstrate consideration for their peers and good behaviour for learning • Pupils and students will enjoy coming to school and demonstrate high and increasing levels of attendance • Pupils and students who display challenging behaviour will be treated with respect and low arousal interventions planned to support them in developing pro-social behaviours • Staff will treat pupils and students with consistency according to a clear understanding of their individual needs
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Target	Actions	Target Date	Monitoring & Evaluation	Progress and Evaluation
1. Make further improvements to the learning context to support behaviour for learning.	<ul style="list-style-type: none"> • Teachers to make full use of outdoor areas to support learning • Repairs to playground surface and repaint lines • Further develop outdoor learning areas with musical instruments on main playground and pathway through garden areas. • Maximise use of display spaces to support communication and academic progress 	<ul style="list-style-type: none"> • May 2017 • May 2017 • May 2017 • September 2016 	<ul style="list-style-type: none"> • HT to evaluate environments • SMT to plan and implement • SMT to work with FOGS to support further developments • AHT to conduct displays learning walk and provide feedback to teachers 	
2. Further reduce the use of physical Team Teach interventions.	<ul style="list-style-type: none"> • Record all incidents of physical handling on Behaviour Watch according to Team Teach protocols • Debrief each incident of physical handling to consider whether management plans need revising or alternative actions might be taken • Review BMPs on a six monthly basis at least 	<ul style="list-style-type: none"> • Ongoing throughout year • Ongoing throughout year • Sept, Jan, July 2017 	<ul style="list-style-type: none"> • HT and ExecHT to monitor daily • HT to convene meetings following cases of physical handling • SMT to review BMPs 	
3. Further improve pupil attendance.	<ul style="list-style-type: none"> • Ensure that parents are contacted to explore reasons for all absences • Promote attendance at routine appointments outside of school hours wherever possible • Actively seek medical advice to support families with pupils experiencing absence for medical reasons • Support parents to ensure educational continuity for children out of school for medical reasons • Liaise with EWO as required • Report on absence data and actions to GB 	<ul style="list-style-type: none"> • Ongoing throughout year • Ongoing throughout year • Ongoing throughout year • Ongoing throughout year • July 2017 	<ul style="list-style-type: none"> • HT and ExecHT to monitor through Behaviour Watch • HT to monitor patterns of attendance. • HT to monitor patterns of attendance • HT to report to ExecHT / GB on student out of school for medical reasons 	

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4. Review behaviour plans at least twice a year using best practice guidance from external professionals as required.	<ul style="list-style-type: none"> Consider environment, pupil specific needs and interaction style in devising behaviour plans Liaise with families to ensure that consistent home school approaches are adopted Maintain close liaison with support services including EPS, CAMHS, SaLT, OT, Physio to draw on multi-disciplinary perspectives on managing behaviour Ensure that transport arrangements are optimised to ensure that students travel to and from school in as low stress an environment as possible 	<ul style="list-style-type: none"> Sept 2016, Jan, July 2017 Sept 2016, Jan, July 2017 Ongoing as required Ongoing as required 	<ul style="list-style-type: none"> SMT to monitor BMPs SMT to ensure that class teachers liaise with families when drawing up BMPs HT to plan and evaluate involvement of support services SMT to evaluate transport arrangements at least termly. 	
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Maintain and strengthen outstanding leadership and management across the school.		Strategic lead: SLT		Link Governor:	
<p>Outcomes: What will success look like for pupils and students?</p> <ul style="list-style-type: none"> Pupils and students will know that school leaders are aware of their individual needs and interested in their progress Pupils and students will experience a school that is calm, well ordered and in which they have the resources they require to learn Pupils and students will experience a well-designed curriculum that meets their individual needs Pupil's and student's academic progress and outcomes will be assessed and analysed using assessment tools most appropriate to individual need and ability. Staff will be supported to develop their skills and practice in meeting the needs of all pupils and students in the school Pupil's and student's will receive recognition and reward for their effort and achievement and be proud of what they have achieved 					
Target	Actions	Target Date	Monitoring & Evaluation	Progress and Evaluation	
1. Embed MAPP Assessment and moderate with other local Social Schools.	<ul style="list-style-type: none"> CM and TM will identify priority areas for development within MAPP. Pupil progress and outcomes will be analysed. Next steps for learning will be identified with interventions put into place. 	<ul style="list-style-type: none"> September 2016 January 2017 and July 2017 		.	
2. Lower school TLR manager to have supported teachers in 3-14 in evaluation of the success of the curriculum in supporting communication and life-skills objectives.	<ul style="list-style-type: none"> TLR LS to have conducted audit of progress against therapy and EHCP outcomes. TLR LS to have developed an action plan for the next steps in our communication and life-skills work. 	<ul style="list-style-type: none"> April 2017 July 2017 	<ul style="list-style-type: none"> .HT to work with TLR LS to evaluate and resource action plan. 		
3. Tapestry embedded as a system for sharing achievements and assessment information with parents	<ul style="list-style-type: none"> 80% of parents have opened posts on Tapestry by Christmas 2016 All children to have a minimum of 1 assessment entry per core subject per term and 2 assessment entries per foundation subject over the year 	<ul style="list-style-type: none"> December 2016 July 2017 	<ul style="list-style-type: none"> Tapestry coverage check every term. 		
4. Subject coordinators to develop their role through involvement in	<ul style="list-style-type: none"> All subject coordinators to prepare CDPs for their areas of responsibility 	<ul style="list-style-type: none"> October 2016 	<ul style="list-style-type: none"> AHT to support curriculum co-ordinators with the completion of 	.	

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work scrutiny and learning walks	<ul style="list-style-type: none"> Subject coordinators to conduct work scrutiny for their subject to support analysis of current state of the curriculum 	<ul style="list-style-type: none"> June 2017 	<ul style="list-style-type: none"> CDPs and monitor outcomes SBM to manage budgetary aspects of curriculum development 	
5. Increased access to post qualification training for teachers holding QTS	<ul style="list-style-type: none"> Teachers to have coaching session during Autumn term to identify personal next steps HT to work with Learn teaching school to identify appropriate CPD opportunities for staff At least 3 teachers to have explored accredited courses and at least 1 to have enrolled. 	<ul style="list-style-type: none"> November 2016 January 2017 July 2017 	<ul style="list-style-type: none"> Coaching feedback forms Involvement of teaching staff in accredited training over the coming 3 year cycle 	
6. Increased access to career development opportunities for teaching assistants	<ul style="list-style-type: none"> School staff to contribute to the Boston College apprenticeship programme being run out of the Garth School Support through performance management process for TAs to identify career development needs. Release time for TAs wishing to carry out further academic studies. Garth School contribution to setting up of SEN FD at Boston College under auspices of BGU. 	<ul style="list-style-type: none"> March 2017 October 2016 Throughout academic year July 2017 	<ul style="list-style-type: none"> HT to monitor Boston College programme Staff to use BlueSky to record development needs HT to seek feedback from students on value of learning SEN FD in place for students to start September 2017 	

To expand upon opportunities available to all pupils and staff to work and learn alongside one another using the full range provision across the academy trust	Strategic lead: Garth and Priory SLT	Link Governor:
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<p>Outcomes: What will success look like for pupils and students?</p> <ul style="list-style-type: none"> Post qualification teaching staff will have opportunities to work in professional networks with colleagues from other schools Students will have opportunities to extend their learning through off-site experiences at least termly All Year 11 and above students will experience good quality off-site learning at least once a week Students will experience Priory students visiting the Garth and working with them

Target	Actions	Target Date	Monitoring & Evaluation	Progress and Evaluation
1. At least 4 teachers will have had involvement in cross CIT school development projects.	<ul style="list-style-type: none"> Continue Garth School involvement in MAPP development group Liaison with other schools around ICT developments and eye gaze technology in particular 	<ul style="list-style-type: none"> Throughout academic year December 2016 	<ul style="list-style-type: none"> Feedback from relevant teachers to teacher or whole staff meetings 	
2. Towards Independence group to provide demonstrable evidence of increased student independence.	<ul style="list-style-type: none"> Access to learning at the Priory School Weekly vocational opportunities 	<ul style="list-style-type: none"> Throughout academic year 	<ul style="list-style-type: none"> Student feedback, parental feedback 	